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ABSTRACT

This document is a collection of "promising practices" contributed by Pacific educators for Pacific children. The practices are appropriate to the unique characteristics of the Pacific child, and are currently in use in an educational setting in the region. Each practice is described on a separate page for ease of duplication and distribution. Users are encouraged to submit their own practices on an enclosed form for inclusion in future editions. Descriptions are arranged under the following categories: (1) community involvement; (2) curriculum and instruction; (3) evaluation and testing; (4) extracurricular activities; (5) leadership and administration; (6) professional development; and (7) student services. The following information is provided in each description: (1) title; (2) grade levels; (3) name and address of a contact person; (4) brief description; and (5) outcomes. A list of the addresses of all participating departments of education and institutions of higher education in the Pacific region is also included. (FMW)

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PROMISING PRACTICES FOR PACIFIC EDUCATION

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NOVEMBER 1988

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PURPOSE

This compendium is a collection of "Promising Practices" contributed by Pacific educators for Pacific children. The practices described are appropriate to the unique characteristics of the Pacific child. The compendium is intended to serve as a means to sharing promising and/or effective practices in use by educators throughout the region. It may also serve as a practical resource for other educators as well.

HOW TO USE THE COMPENDIUM

The compendium is divided into categories for quick reference. Educators simply select a category in which they are interested or have concerns for improvement of their own practice. They can read about practices that are working for a particular jurisdiction in the Pacific region. The practices can be adapted to meet the unique needs of their own jurisdiction or may serve as a springboard for new ideas.

Each practice is described on a separate page so that users may easily duplicate or distribute those they and their colleagues are interested in. Appropriate grade levels for the grade practice are given. Also, a contact person -- usually the person who developed or who uses the practice -- is given. If educators need more information on the practice they can reach the listed contact person through the person's institution or department. For this purpose, a list of the addresses of all participating departments of education and institutions of higher education in the region follows this introduction. R&D Cadre members are listed who would be willing to facilitate any request you may have.

ADDITIONAL PRACTICES ARE NEEDED

The compendium is not meant to be a finished product, but rather an evolving one. Additions and changes are expected as discovery of promising practices to improve education in the Pacific region continues. This set of practices only represents a few of the fine ideas that are used in various Pacific schools. Additional new practices will be added to the appropriate sections of the compendium and will periodically be sent out to schools.

Please consider submitting promising practices that are used in your schools. A form for submitting practices follows this introduction. It can be duplicated, if multiple practices are submitted. Send promising practices to:

Pacific Region Educational Program
Center for the Advancement of Pacific Education
1164 Bishop Street, Suite 1409
Honolulu HI, 96813

COMPILERS OF THE COMPENDIUM

The content of this compendium has been collected and compiled by the Pacific educators Pacific Region Educational Program's Research and Development (R&D) Cadre. A part of the Center for the Advancement of Pacific Education, the R&D Cadre was established in 1986 to work as a leadership group for expanding applied research for improvement of Pacific schools.

The members represent elementary and secondary education (the departments of education of American Samoa, the Commonwealth of the Northern Marianas, the Federated States of Micronesia and its States of Kosrae, Truk, Pohnpei, and Yap, Guam, Hawaii, the Republic of the Marshall Islands, the Republic of Palau, and the Kamehameha Schools/Bishop Estate in Hawaii) and postsecondary education (American Samoa Community College, the Community College of Micronesia, the Hawaii Community Colleges, Micronesian Occupational College, Northern Marianas College, and the University of Guam). A list of members of the R&D Cadre follows this introduction.

PACIFIC REGION EDUCATIONAL PROGRAM
CENTER FOR THE ADVANCEMENT OF PACIFIC EDUCATION

This compendium is made available by the Center for the Advancement of Pacific Education's (CAPE) Pacific Region Educational Program (PREP) as a courtesy and service to educators throughout the Pacific region. CAPE and its member programs, a part of the Northwest Regional Educational Laboratory (NWREL), provide training, technical assistance, and research and development in the Pacific. CAPE's activities are carried out at the direction of CAPE Policy Board, made up of the Directors of Education of the Pacific jurisdictions together with representatives of the Pacific Higher Education and the Kamehameha Schools/Bishop Estate.

The activities of PREP, including those of its R&D Cadre and this product, are supported by funding from the U.S. Department of Education's Office of Educational Research and Improvement.

Information on this and other CAPE publications and activities can be obtained from:

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Tel (808) 533-2941
FAX (808) 523-1741
Source BDE961

Type of Practice (check one):

___ Community Involvement

___ Curriculum & Instruction

___ Evaluation & Testing

___ Extracurricular Activities

___ Leadership & Administration

___ Professional Development

___ Student Services

Title of Practice: _____

Grade Level(s) (check as many as apply):

___ PreK/K ___ Grades 1-3 ___ Grades 4-6 ___ Grades 7-8 ___ Grades 9-12

___ Higher Ed ___ Other (Specify) _____

Contact Person: _____

_____

What was done?

What was the outcome?

Submit practices to:
Pacific Region Educational Program
Center for the Advancement of Pacific Education
1164 Bishop Street, Suite 1409
Honolulu, HI 96813

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Federated States of Micronesia 96943

Contact Persons: Callistus Legdesog
Gilnifrad Lukubyad

COMMUNITY INVOLVEMENT

COMMUNITY INVOLVEMENT

Practice: Attorney General's Oratorical Contest

Grade Levels: 9-12

Contact Person: Doris Thompson, Marianas High School, CNMI

What was done?

Students develop oratorical skills through debates or in oratorical contests in courtroom settings. The Attorney General's Office, in collaboration with the Public School System, sponsors an annual event called the Attorney General's Cup.

What was the outcome?

High quality of presentations and excitement generated in these activities.

1/89

COMMUNITY INVOLVEMENT

Practice: Community Involvement

Grade Levels: 1-12

Contact Person: Hermana Ramarui, Bureau of Education, PALAU

What was done?

Community involvement in school activities includes but not limited to the following: school maintenance, PTSA meetings, open communication between the school and the community, orientation to the school philosophy, school and classroom objectives and goals, and many other types of work that the community can do to help the school environment/atmosphere.

1. The willingness on the part of parents and community to praticipate in fund raising efforts contribute to additional classrooms, cafeteria and other school needs.

2. Strong community involvements in the school monitors the school's effectiveness.

What was the outcome?

It has been observed that those schools with strong community support have consistently been doing better than those without in the Republic of Palau.

11/88

COMMUNITY INVOLVEMENT

Practice: Community Outreach Program

Grade Levels: Other (Parents, Community & School)

Contact Person: Timothy Moon, YAP

What was done?

The Community Outreach Program is a Yap DOE program started in 1983. The prime function of the program is to develop an educative process which promotes parental and school district community's awareness of school programs and activities. Awareness and better understanding of school program/activities enhances parental and school district community's involvement and participation which can lead to building a binding partnership: a parental/community-school partnership. This program's activities have some satisfying and effective results in establishing this relationship.

What was the outcome?

Some evidence of the positive effects of the Community Outreach Program are:

1. Four workshops for School Boards conducted with perfect attendance.
2. Workshop participants were enthusiastic.
3. Various recommendations from Board members, were implemented with positive results.
4. Improved school grounds and facilities, at schools on Yap island.
5. Established award system for well maintained school grounds and facilities.

11/88

COMMUNITY INVOLVEMENT

Practice: Cultural Heritage Day

Grade Levels: 9-12

Contact Person: Chandra Sekeran, Marianas High School, CNMI

What was done?

To foster a sense of understanding and appreciation of the various ethnic groups in a school environment and of the diversity and uniqueness of the cultural practices, students are given the opportunity to organize and participate in the one-day event by having traditional and contemporary fashion shows, songs and dances by all the ethnic groups on campus as well as skits. Students do all the performances.

What was the outcome?

High involvement and enthusiasm of students, faculty, parents and community.

1/89

COMMUNITY INVOLVEMENT

Practice: On-the-Job Training

Grade Levels: 9-12, Higher Ed

Contact Person: Principal, Xavier High School, TRUK

What was done?

As a final requirement for graduation, seniors are expected to get a regular job as volunteers in their home island for a period of two months or 40 days. The students participate in the community thru their jobs. They keep a journal of the job's activities and submit progress reports to the Principal of Xavier High for evaluation.

What was the outcome?

The students are exposed to community services and are able to earn credits after completion of this project towards a high school diploma

1/89

COMMUNITY INVOLVEMENT

Practice: Parent Community Networking Center

Grade Levels: 1-12

Contact Person: Ken Yamamoto, Department of Education, HAWAII

What was done?

The Parent Community Networking Center is staffed by a part-time facilitator at each school who works three hours a day, five days per week. Funding is provided by the Hawaii Legislators.

The Parent Community Networking Center serves a variety of purposes. It is a meeting or gathering place for parents to learn, share or to receive support and encouragement of other parents or professionals. It can provide teachers a place to service students in need of special help, esteem building or personal attention. Students can receive tutoring services at the center also.

What was the outcome?

Greater parent/community involvement. With a center to welcome parent participation, and a half-time network coordinator assigned to the school, parent involvement in school/activities has greatly increased. Efforts are now well organized and planned.

1/89

COMMUNITY INVOLVEMENT

Practice: Parent Teacher's Action Council

Grade Levels: PreK-8

Contact Person: Rita Inos, Rota Elementary School, CNMI

What was done?

Parents volunteer per grade level to take leadership roles along with a teacher representative. This group is organized as the PTAC (Parent Teacher Action Council). The PTAC meets on a monthly basis to raise concerns and suggestions on school activities. They also function as key leaders for parents and guide activities and decisions for the school. This school team becomes the board of directors for the school.

What was the outcome?

The parents are more active and are contributors to suggestions and decisions of schoolwide directions. Parents/community become an integral part of the school system, contributing to successes and positive student/staff morales.

1/89

COMMUNITY INVOLVEMENT

Practice: Research and Report

Grade Levels: 10-11

Contact Person: Principal, Xavier High School, TRUK

What was done?

This program was initiated to allow Sophmores and Junior to explore community service activities in their home island during the summer. The students are divided into groups that visit and tour the different community services: Equipped with research questions on local issues, they are assigned to interview people, review and extract information from any available document. The finished product is a written report on their findings.

What was the outcome?

The students become aware of the needs and problems of their communities. Students earn extra credits for work done during the summer.

1/89

COMMUNITY INVOLVEMENT

Practice: School Calendar

Grade Levels: PreK-8

Contact Person: Rita Inos, Rota Elementary School, CNMI

What was done?

A monthly calendar of school activities including parental meeting dates are indicated. This procedure informs parents of events in the school in which they are encouraged to participate whenever they can.

What was the outcome?

Many school activities are attended and supported by parents bridging the gap between home and school. Communication between home and school has improved.

1/89

CURRICULUM & INSTRUCTION

CURRICULUM & INSTRUCTION

Practice: Advisory Committee

Grade Levels: Post Secondary

Contact Person: Timothy Jerry, Community College of Micronesia, POHNPEI

What was done?

Curriculum Committee recommends for the President's approval community educators/leaders from appropriate governmental department/agencies or business firms' to join college faculty members to form an advisory committee for each of the degree programs. The committee advises the curriculum committee on program matters by making known the community and institutional needs for consideration in program revision and/or implementation.

What was the outcome?

The committee adds relevant local input which improves curriculum development and implementation efforts.

11/88

CURRICULUM & INSTRUCTION

Practice: Annual Merit Award

Grade Levels: Higher Ed

Contact Person: Francis Matsutaro, Micronesian Occupational College, PALAU

What was done?

Ideally, the award(s) would be presented on a special day such as graduation or the school's foundation day. Prior to the special day, all employees are evaluated for their performance by supervisors. Names are nominated by department chairs to a committee on merit awards. Recommendations are reviewed and candidate(s) is/are selected based on criteria for "excellence on the job." Ratings for attitudes and rapport with fellow staff and students and production are indicated. The committee, after a process of elimination will forward the final nominations to the college's president for confirmation. Those selected will be recognized on that special day.

What was the outcome?

Employees who were recognized for good performance continued to perform well. Others were influenced and began to show improvement. The improved performances cut down absenteeism, idleness and costs of operations.
11/88

CURRICULUM & INSTRUCTION

Practice: Attendance Tree

Grade Levels: 1-8

Contact Person: Rita Sablan, Garapan Elementary, CNMI

What was done?

Teachers design their own attendance tree and have them displayed on the bulletin boards so that the students can see their names. Every time a student is absent, a leaf with that student's name falls off and is placed on the ground. The idea is to motivate the students to maintain their attendance and keep the tree alive and well.

What was the outcome?

Student absenteeism seems to have declined.

1/89

CURRICULUM & INSTRUCTION

Practice: BASICS: Basic Academic Skills through Core Subjects

Grade Levels: 1-12

Contact Person: Rose Yamada, Department of Education, HAWAII

What was done?

BASICS has as its aim the improvement of basic skills, an integral part of which is thinking. The goal is to equip each student with the skills, knowledge, attitudes and values necessary to give an individual responsible direction to his/her life. The focus of instruction is to assist the individual in the development of those reading, writing, listening, speaking, mathematical and THINKING skills necessary for effective communication and problem solving.

The General Education Branch has mounted an extensive teacher training program on critical thinking skills. Teams of program specialists have been assigned to assist each district and several schools on strategies to teach thinking skills in each core content area: Language Arts, Social Studies, Math, Science, etc. A document, for developing, implementing and evaluating curriculum improvement efforts in thinking is being developed.

Various sample demonstration lessons have been developed and demonstrated in various schools/classes in each core content area. The Department has utilized Marzano's Tactics for Thinking, developed by MidWest Lab.

What was the outcome?

Participation of schools/districts is high and feedback is very positive. Demonstration lessons have been very successful and motivate teachers to use and develop their own approaches.

11/88

CURRICULUM & INSTRUCTION

Practice: Classroom Rules and Regulations Resource Book

Grade Levels: 7-8

Contact Person: E. H. Sablan, Agueda Johnston Middle School, GUAM

What was done?

"Classroom Rules and Regulations" are written at the beginning of the school year by each teacher and submitted to the Principal for review and editing. Individual teachers are responsible for disseminating these rules and regulations to their students. Copies are compiled and placed in the Faculty Lounge, Library, and Principal's Office.

What was the outcome?

In the disciplining of students, we have found that the reasons for misbehavior is no longer a result of unclear or vague teacher instructions. In addition, when parents request a certain teacher's policy regarding classroom behavior, the document is readily available, minimizing class interruption or effort in obtaining a written copy from the teacher.

11/88

CURRICULUM & INSTRUCTION

Practice: Code of Conduct

Grade Levels: 1-8

Contact Person: Rita Inos, Rota Elementary School, CNMI

What was done?

A uniform conduct code outlines expectations of students behaviors and responsibilities as members in the school community along with responsibilities of supervisors, all school personnel and parents. Students are guided in their daily routines and activities within the campus.

What was the outcome?

The general school climate and atmosphere is such that displays respect and cooperation among students and school personnel.

1/89

CURRICULUM & INSTRUCTION

Practice: Community Observation and Report Writing

Grade Levels: 9-12, Higher Ed

Contact Person: Bob Franco, Kapiolani Community College, HAWAII

What was done?

Students of many different ethnic backgrounds are required to do an "Observation Exercise" where they attend a community cultural event, make detailed observations and ask questions of participants. They can also take photographs. They cover the event like a journalist and submit 3-5 page papers. This is descriptive writing.

What was the outcome?

Students either experience a new culture, or have an in-depth experience from their own ethnic heritage. This assignment is often noted by students, in their evaluations of the course, as the best assignment in the course.

11/88

CURRICULUM & INSTRUCTION

Practice: Computer Program

Grade Levels: 1-7

Contact Person: Manuela Aldan, San Vicente School, CNMI

What was done?

Students in grades 1-7 attend the computer class once a week. Computer operations, computer assisted instruction in Math and Language Arts, and educational games are the main emphasis of the computer lab. The computer assisted instructions (CAI) maintains two modes of instruction, drill and practice and tutorial or enrichment. The first goals for using computers are, to use them as vehicles for enriching and practicing what is taught in the classrooms.

What was the outcome?

Students' achievement in Math and Language Arts have increased as indicated in the annual standardized test that were administered.

1/89

CURRICULUM & INSTRUCTION

Practice: Curriculum Mapping

Grade Levels: 4-12

Contact Person: Casiano Shoniber, Department of Education, POHNPEI

What was done?

A lesson survey form was developed to track the instructional pace of each subject area in relation to the scope and sequence and curriculum framework. Teachers have to fill out the lesson survey to indicate the lessons taught on the last day of instruction of each month or quarter. The form indicates the subject, text, chapter, topic and pages. Requests for technical assistance and materials could be indicated on the form.

What was the outcome?

1. Central office staff are able to respond to specific needs of classroom teachers through the survey.
2. Monitoring and comparison of instructional pacing of schools or classes can be done.
3. Schools that are not keeping up with the scope and sequence could be identified and assisted.

11/88

CURRICULUM & INSTRUCTION

Practice: English Grammar as Review

Grade Levels: 4-6

Contact Person: Clarissa Johnson, POHNPEI

What was done?

Teachers assist students in learning English by integrating speaking and writing activities. Students use words they learn in oral english in follow-up written exercises. New words are introduced daily in oral discussion in situational contexts. They are then asked to use these words in sentences, written descriptions, stories, etc.

What was the outcome?

Ninety percent of students do well in this exercise. Students learn the introduced English word faster through this kind of lesson.

11/88

CURRICULUM & INSTRUCTION

Practice: Essay Contests/News Reporting

Grade Levels: K-8

Contact Person: School Administrators, CNMI

What was done?

To develop research and writing skills in the composition of a particular topic of interest. Many themes and topics are selected by the various agencies in the CNMI and students are asked to submit essays relevant to the topics. Grades K-3 do artwork pertaining to the topics. Prizes are usually awarded by the sponsoring agency.

What was the outcome?

High involvement of students in writing on relevant topics is evident as a result of the numbers of participants.

1/89

CURRICULUM & INSTRUCTION

Practice: Focal Study Questions

Grade Levels: Higher Ed

Contact Person: Bob Franco, Kapiolani Community College, HAWAII

What was done?

Provide students with "Focal Study Questions" for films or textbook reading so that students get more from films/texts. These study questions are then discussed in groups and each group submits completed study question list. The group work encourages group cooperation/teamwork as well as concept attainment.

What was the outcome?

Focused study helps students know what instructor considers important, and group work helps students articulate important points in a non-threatening social context. Students also evaluate this activity positively in semester student evaluations.

11/88

CURRICULUM & INSTRUCTION

Practice: Gifted and Talented Curriculum: Scope and Sequence

Grade Levels: K-12

Contact Person: Vivian Hee, Department of Education, HAWAII

What was done?

A gifted and talented scope and sequence curriculum guide K-12 has been developed to assist teachers in preparing units/activities for gifted and talented students. It is composed of three parts: Content, process and product. Content is based on broad based issues and themes, Process involves productive thinking skills and the Hawaii State Department of Education's Foundation Program Objectives and Performance Expectations, and Product illustrates a variety of writing, visual and oral forms.

For example, the guide identifies a sequence for introducing, developing and independently applying the critical thinking skills in students at the various grade levels. It suggests the various grade levels and the level of performance to be expected of students in their spoken and written product development, and their use of the media, visual or technical arts, or music/drama/dance performance to communicate their ideas.

What was the outcome?

The guide has been used and revised by teachers of the gifted and talented and is available beginning in the Fall, 1988. All teachers of gifted and talented students receive in-service training in the use of the curriculum guide.

11/88

CURRICULUM & INSTRUCTION

Practice: Hana Kupono (Working Well Together)

Grade Levels: 7-8

Contact Person: Rose Yamada, Department of Education, HAWAII

What was done?

Hana Kupono is a program for intermediate level students to address basic skills of Native Hawaiian students in order to increase the potential for success in high school and post high school. Assessment data indicate that Hawaiian or Part-Hawaiian students have proportionately more students in the below average stanines in mathematics and reading.

Also built into this project is the objective of building on the cultural practice of cooperation by organizing the learning opportunities for students using the Cooperative Learning Approach. Students are expected to work as teams to develop a research product of their choice under the guidance of the classroom teacher and community support person. Activity-oriented learning experiences are provided through the support of the instructors and students of the community colleges, especially those in close proximity to the project school site. This project is also supported in part by Alu Like, a community-based Hawaiian organization.

What was the outcome?

This project enhances networking between the community colleges and the schools, and community organization Alu Like, and provides an opportunity to apply the Cooperative Learning Approach to build on cultural learning styles.

11/88

CURRICULUM & INSTRUCTION

Practice: Hawaii State test of Essential Competencies

Grade Levels: 9-12

Contact Person: Roberta Mayor, Department of Education, HAWAII

What was done?

The Hawaii State Department of Education has developed the Hawaii State Test of Essential Competencies (HSTEC) as a graduation requirement. Students must be able to show mastery of 15 essential competencies, in addition to acquiring the required 20 credits of work in Grades 9-12, to receive a high school diploma.

The test is administered in Grade 9. Students who are not able to pass the test may take it once a year until mastery has been demonstrated.

What was the outcome?

Graduation expectations were raised. The test attempts to insure that high school graduates possess minimum competencies in basic skills and life skills. Remedial programs have been developed to assist those students demonstrating difficulty in passing the test.

1/89

CURRICULUM & INSTRUCTION

Practice: Hawaiian English Program (HEP)

Grade Levels: PreK-12

Contact Person: Roberta Mayor & Sandy Konishi
Department of Education, HAWAII

What was done?

The Hawaii English Program (HEP) is a comprehensive English curriculum designed for student in Grades K-12. There are three major subprograms: Literature, Language Systems, and Language Skills. Extensive curriculum materials have been developed for each sub-program.

Literature builds the student's enjoyment, experience and knowledge of fiction, nonfiction, poetry, and drama from around the world. Students engage in creative activities such as dramatization, art, discussion, and writing to understand the writer's craft and to enjoy and respond to literary works. The inquiry process is used to help students comprehend and gain insights about the world of human behavior. Note: Asian and Pacific Literature, is a unique anthology unavailable anywhere else commercially.

Language Systems increases the students' understanding of the nature and structure of the human communication system. Language investigation takes place through activities such as research; games; invention of language, code symbol and sound systems; and the writing and production of commercials and radio plays.

Language Skills teaches students to listen, speak, read and write effectively. At the elementary level, students use card stacks, audio machines, tape cassettes, typewriters, and the Reading Instruction Library, and manipulative tools to learn verbal skills. The Skills Lab is a subprogram for secondary students who still need help with basic skills.

What was the outcome?

The Hawaii English Program, Elementary, was installed in 1970; the secondary program was developed incrementally and completed and installed in 1982. 1988 utilization data indicate that 45 percent of students in grades K-6 and 34 percent of students in grades 7-12 use one or more subprograms. Evaluation data is extensive, and indicates that in a comparison of HEP/non HEP classes SAT scores, positive effects of the program are being demonstrated.

11/88

CURRICULUM & INSTRUCTION

Practice: Hawaiian Language Immersion Project

Grade Levels: K-2

Contact Person: Roberta Mayor, Department of Education, HAWAII

What was done?

A pilot program in Hawaiian Language Immersion was implemented in September, 1987, for Kindergartners and First graders at two school sites: Waiau Elementary School on Oahu, and Keaukaha Elementary School in Hilo, Hawaii. The program is an attempt to maintain the native Hawaiian language among students and parents desiring instruction in Hawaiian. Enrollment is based on interest, not ethnicity. The regular Kindergarten-First Grade curriculum is presented in the Hawaiian language only.

In September 1988, the program was expanded to Grade 2, to enable the present K-1 students to be exposed to one more year in an immersion program. Two additional Kindergarten classes were started to accommodate incoming Kindergarten students whose parents desire that they be enrolled in this immersion class. Classes may begin on additional islands in the Hawaiian chain if sufficient interest is demonstrated.

Curriculum materials are being developed for use in these classes, and instructional approaches identified.

What was the outcome?

Students demonstrate a fluency in the Hawaiian language, and demonstrate acquisition of basic skills concepts.

11/88

CURRICULUM & INSTRUCTION

Practice: Homebound Services

Grade Levels:

Contact Person: Ari Kumos, Special Education Office, TRUK

What was done?

Homebound Service is provided for the physically disabled persons, who cannot walk. Special Education teachers pay regular visits to those people at their own homes providing instructions based on an individualized education program.

What was the outcome?

Homebound disabled citizens were able to learn simple self-hygiene skills.

1/89

CURRICULUM & INSTRUCTION

Practice: Homework Policies and Procedures

Grade Levels: 6-8

Contact Person: E. H. Sablan, Agueda Johnston Middle School, GUAM

What was done?

A homework policy handbook was developed to assist our students, parents and teachers in making assigned homework meaningful and productive. Included are rationale for homework and the roles that the school, students, parents, and teachers have in the program. There is also a school incentive program that provides students with rewards for positive responses to homework. The "Homework Policies and Procedures" was developed by a committee of teachers and administrators with input from parents, students and other interested citizens. The school implemented these policies and procedures in 1987. Teachers are given the flexibility to develop classroom "Homework Policies and Procedures." The school gives support by recognizing students who constantly complete their homework assignments.

What was the outcome?

The increase in the number of students receiving these awards should indicate that it is effective. Minimum of three years of implementation should support or not support our assumption.

11/88

CURRICULUM & INSTRUCTION

Practice: Interdisciplinary Team Approach to Teaching

Grade Levels: 6-8

Contact Person: Judith Wonpat-Borja, F.B. Leon Guererro Middle School, GUAM

What was done?

Four teachers work for cooperative planning, instructing and evaluating a group of students. Each teacher teaches an area of his/her own specialty (Language Arts, Math, Science, Social Studies) plus one Reading class to the same group of students. All students will have an extra block of reading. Team members correlate content and teach reading in the content area. A unit, topic, or theme can be enhanced and supported by all disciplines.

What was the outcome?

Students will see education as a whole rather than separate and that there is an inter-relatedness of subjects.

11/88

CURRICULUM & INSTRUCTION

Practice: Interdisciplinary Team Approach to Teaching with the use of Modular Scheduling

Grade Levels: 6-8

Contact Person: Judith Wonpat-Borja, F.B. Leon Guererro Middle School, GUAM

What was done?

FBLG Middle School goal is to provide learning experiences that take into account the social, intellectual, moral, physical and emotional needs (S.I.M.P.L.E.) of the pre-adolescent and early adolescent. The schedule is flexible in order to maximize the skills of the staff in providing for individual needs of students. Teams have the flexibility to schedule students whenever there is the need without having to go to the counselors, parents, and administrators. Teams also may lengthen or shorten class time by borrowing/loaning 10 minute modules for classtime.

What was the outcome?

Teachers are able to meet needs of individual students. Team approach builds morale among staff and students.

11/88

CURRICULUM & INSTRUCTION

Practice: Language Experience Approach

Grade Levels: 1-3

Contact Person: Emiko Santos, POHNPEI

What was done?

Language Experience Approach (LEA) is an effective way of teaching reading by capitalizing on students' interests, experiences and oral language ability. The teacher facilitates the approach by having the students dictate stories based on their experiences while the teacher writes them down. This approach has been applied for several years and found to be very effective with primary students learning to read in the vernacular. The students helped develop reading materials that are applicable, meaningful and enjoyable. The developed materials are appropriate to students' language ability and vocabularies.

What was the outcome?

Students learn to read earlier than their peers, not in the same program. All students participate in contributing their experiences.

11/88

CURRICULUM & INSTRUCTION

Practice: Mainstreaming All Special Education Students in Regular Classrooms

Grade Levels: 6-8

Contact Person: Judith Wonpat-Borja, F.B. Leon Guererro Middle School, GUAM

What was done?

All 6th, 7th, and 8th grade resource students were mainstreamed into regular classrooms. The Interdisciplinary Team works cooperatively with the Consulting Resource Teacher (CRT) in building a conducive environment for these students. The CRT provides support/consultative assistance to the Team. An adult school aide also assists teachers with resource students in the classroom.

What was the outcome?

The success of this program resulted in the K-3 Summer Program being implemented the summer of 1988. UOG Early Childhood Teacher Training and DOE Early Childhood Program will also pilot the program for training and implementation.

11/88

CURRICULUM & INSTRUCTION

Practice: Material Development Policy

Grade Levels: Other (Professionals)

Contact Person: Singkitchy George, Department of Education, KOSRAE

What was done?

Kosrae has a policy for the development of instructional materials which requires a requestor and curriculum writer to work in cooperation during the materials development process. It includes the roles and responsibilities of both the subject area specialist and the curriculum writer. It also emphasizes the process by which what is being developed is approved for use in the classroom. This approval process involves the review and approval of a Curriculum Review Committee and the final approval by the Director of Education.

What was the outcome?

This practice is effective in two ways: 1) More materials are produced that are focused to instructional areas of need; 2) Roles and responsibilities of the two parties involved are clear.

11/88

CURRICULUM & INSTRUCTION

Practice: Math Expectations

Grade Levels: 5-7

Contact Person: Manuela Aldan, San Vicente School, CNMI

What was done?

In Math classes for grades 5, 6, 7, a letter is sent home for the parents at the beginning of the school year. The parents are informed of the content of the math areas to be covered throughout the school year. Also parents are informed of what is expected of their child and of them regarding math homework. Students are given math assignments to do at home from Monday to Thursday. The parents are involved in going over the homework with the child and providing assistance when needed. One of the parents must sign the homework when completed. This will insure that the homework was done at home and the parents have gone over it. This provides opportunity for the parents to be aware and involved in their child's learning process.

What was the outcome?

Almost all students bring in their homework every day with the parent's signature. Non compliance to this classroom rule calls for a conference with the parents or guardians. Or note sent home for the child to complete the assignment not done.

1/89

CURRICULUM & INSTRUCTION

Practice: Mini Exploratory Program

Grade Levels: 6-8

Contact Person: Judith Wonpat-Borja, F.B. Leon Guererro Middle School, GUAM

What was done?

The Mini Exploratory Program offers a wide variety of exploratory courses. The courses designed so that students have experiences in a variety of career opportunities. The courses have a high level of interest and are motivating.

What was the outcome?

The program offers a wide variety of exploratory activities that meets the needs of students. It helps students in decision making for career choices. Parents have requested that the program continue.

11/88

CURRICULUM & INSTRUCTION

Practice: Pacific Area Concentration

Grade Levels: 1-12

Contact Person: Steven Kow & Miles Muraoka
Department of Education, HAWAII

What was done?

A new program area in Pacific Area Concentration studies have been developed to improve the existing curricula in public schools to meet Hawaii's need for citizenry literate in Pacific Affairs, now and into the 21st Century.

The major goals of this program are to identify, evaluate and improve current instructional programs for teaching and learning about the Pacific Rim and Basin, to develop resource materials for teachers to reflect a stronger emphasis on the Pacific area, to provide training in content areas and teaching strategies, to coordinate efforts between the Department of Education, other governmental agencies and the private sector to bring about more learning about the Pacific Rim and Basin.

Major activities include training programs for teachers and administrators, and experiential programs for students during the summer. A communication and support network is being developed to inform educators of important happenings in the Pacific Area which have potential for altering educational directions.

What was the outcome?

Accomplishments to date: Catalog and acquisition of extant materials and service; development and collection of teacher-originated classroom materials that focus on the Pacific; pilot study of an experiential program for intermediate school students during the summer.

Students are exposed to different cultures and develop an appreciation of, and sensitivity to, other people of the Pacific area.

11/88

CURRICULUM & INSTRUCTION

Practice: Reading With Flashcards

Grade Levels: 1-3

Contact Person: Makodo William, POHNPEI

What was done?

A simple way found to teach sentence structure is to use flashcards of individual words from a story that students have read, and to put all the cards on the floor. Each child is called upon to arrange the words to form a complete sentence. The sentences the children make are their own generated from the story read.

What was the outcome?

This is a manipulative activity that allows students to generate additional sentences through the words learned.

11/88

CURRICULUM & INSTRUCTION

Practice: Reviewing the Lesson

Grade Levels: 1-6

Contact Person: Swister Kalio, Caroline Lambert & Reid Rettin, POHNPEI

What was done?

The teachers of Kolonia Elementary School regularly do team lessons preparation and review. Two or more teachers are teamed up to do peer coaching. In addition to lesson preparation and review, team members take turns in observing their peers and share recommendations for instructional improvement. Reviewing students' performance and classwork is also part of the peer coaching.

What was the outcome?

Significant improvement of effective instruction/lessons and students performance could be observed and measured. Teachers are able to identify their staff development needs and have indicated that the practice has improved their teaching.

11/88

CURRICULUM & INSTRUCTION

Practice: Rewards and Incentives

Grade Levels: 9-12, Higher Ed

Contact Person: Bob Franco, Kapiolani Community College, HAWAII

What was done?

Reward students for good attendance, for example, if they miss two or fewer classes throughout the semester they get extra credit. Taking attendance (usually just once a week at random) helps the instructor learn students names, and promotes greater student participation.

What was the outcome?

This helps students stay focused, they don't fall behind and they understand course concepts better, particularly in courses where course concepts are structurally sequenced and integrated. Students appreciate the extra credit at semesters end.

11/88

CURRICULUM & INSTRUCTION

Practice: School Garden - Planting Vegetables

Grade Levels: 7-8

Contact Person: Hainrick Aisek & Ermick Rudolph, POHNPEI

What was done?

The students grades 7 and 8 each year learned to prepare soil for planting and to care for a young plant that needs special care. They are able to use the right amount of fertilizers and can tell the kind of element(s) that are lacking in the soil. The students learned to space seedlings/seeds, the depth required for certain seeds (plants) and the number of seeds limited to a given spot.

What was the outcome?

As a result of their experience and knowledge from the school garden, some of the students started to work on their own garden at home. They became interested in doing their own gardens when they learned that vegetables provide nutrients that help to protect them from becoming sick and to keep their bodies strong and growing. Also, they can earn money by selling their crops at the markets as a source of contribution to their families.

11/88

CURRICULUM & INSTRUCTION

Practice: School Visits by Specialists

Grade Levels: 1-8

Contact Person: Stanley Heine, Department of Education, MARSHALL ISLANDS

What was done?

There are over 70 public elementary schools in the Marshall Islands. These schools are distributed over 24 islands and atolls. There are logistical problems in providing adequate instructional assistance by the Department of Education's specialists and supervisors to teachers on the outer islands and atolls.

One way to deal with this problem is to schedule periodic visits by specialists and supervisors. Specialists, supervisors and the department staff who are also responsible for administering the annual high school entrance exam and the Micronesian Achievement Test Series along with their testing visits do conduct workshops for teachers.

What was the outcome?

There are two benefits of this system. First, the exams are administered in a standard fashion by staff from the central office of the Department of Education, adding to the fairness and reliability of exam outcomes. Second, at no extra costs to the department, outer islands school teachers receive staff development training and instructional assistance, since the specialists and supervisors are able to do two tasks in one trip.

11/88

CURRICULUM & INSTRUCTION

Practice: Special English Program

Grade Levels: Higher Ed

Contact Person: Penny Weilbacher, Community College of Micronesia, POHNPEI

What was done?

A placement test is administered to all incoming freshmen to determine individual students' reading levels. Freshmen who perform lower than the required reading level are placed in a special English Program. This program offers special listening/speaking, special reading and special writing to strengthen students' ability to communicate in English. Students' academic progress in the program is monitored throughout the semester to help them attain the competencies expected of them. At the end of each semester a standardized placement test is given to determine their readiness to advance into the college regular English program. Those who fail to meet the minimum required reading level remain in the program until they test out of it.

What was the outcome?

This striving for self improvement has helped to reduce the attrition rate significantly.

11/88

CURRICULUM & INSTRUCTION

Practice: Special Work Study

Grade Levels: 9-12

Contact Person: David Adelkroi, Palau High School, PALAU

What was done?

Special work study can be designed for academically capable and interested students for special field, i.e., marine science work study or types of study requiring the use of local and/or other resources that cannot be utilized during the regular school year. This has been practiced for several summers in Palau and looks very promising. An example follows:

Every summer, fifteen academically capable and interested 10th graders are selected by all high schools in Palau to attend Summer Marine Science Work Study. The program lasts six weeks. The first two weeks is intensive training. Pupils participate in lectures/discussions in class and participate in all laboratory activities in the afternoon. These first two weeks would lay a foundation of knowledge and performance skills supportive to trainees' work experience during the last four weeks. During work experience pupils perform tasks like planting giant clams stock, conducting marine population surveys, analysis of stomach contents of selected specimens, or setting up classifications and other local phenomena, and other marine technical or scientific work.

What was the outcome?

At the conclusion of the training, pupils receive a certificate and an elective credit from Palau High School in marine biology or oceanography.

In addition, students develop on appreciation for the protection and preservation of their environment.

11/88

CURRICULUM & INSTRUCTION

Practice: Student Coaching in the Classroom and After Class

Grade Levels: 7-8

Contact Person: Sebastian C. Amor, POHNPEI

What was done?

Student coaching involves students helping other students. Two or more students are teamed up to do class work or projects. There are also special sessions where student leaders report on their activities. Student leaders per group facilitate and report on activities each group undertakes. Students also recommend ways to improve student coaching.

What was the outcome?

There was a significant improvement of student's performance in class. There is also indication of development of student leadership. Teachers and students shared how best to attain goals or lesson objectives. Less disciplinary problems were encountered

11/88

CURRICULUM & INSTRUCTION

Practice: Summer Pre-Nine Program

Grade Levels: 9-12

Contact Person: Stanley Heine, Department of Education
Hiram Malolo, Department of Education, MARSHALL ISLANDS

What was done?

Remedial programs in English and Mathematics have been implemented at our high schools to assist 8th grade graduates to overcome academic problems they might encounter upon entering high school. Selection of the pre-ninth Summer Program participants is based on scores from the high school entrance exam.

What was the outcome?

Students' post test scores have shown a significant increase in percent as a result of that program. Ninety percent of the participants are proven capable of handling high school work.

11/88

CURRICULUM & INSTRUCTION

Practice: Support Service

Grade Levels: 7-8

Contact Person: Rioichy Johnny, Department of Education
Diophil Joseph, Department of Education, TRUK

What was done?

The Continuing Education Program is provided for students who did not pass a junior high entrance test. The program is available at any of the junior high schools. Students are enrolled in this program for another year. At the end of that year, they are given the junior high entrance test again. Those who pass this test are admitted at the junior high schools.

What was the outcome?

This practice enables students who did not do well on the junior high entrance test to take the test again in order to enter junior high school.

1/89

CURRICULUM & INSTRUCTION

Practice: Teaching to Read New Words to Second Language Learners

Grade Levels: 1-3

Contact Person: Fatima Carlos, POHNPEI

What was done?

No word should be used in reading until children have been using it correctly in oral speech. They must already be able to pronounce it correctly and use it in sentences. A new reading word must first be shown and read in at least three different sentences which the children have used in Oral English.

The sentences must be used with objects, people and actions, or with pictures. The sentences or words can be then shown with pictures on the blackboard or on cards on charts. A new word can then be printed on a card and shown until it is easily recognized. It can be shown with other words or used in sentences in Oral English. Then the new word can be used in activities such as card and machine. The new word must be reviewed often by using it in other sentences, on chart or blackboard.

What was the outcome?

This practice really helps children to read correctly and at the same time learn word meaning and spelling.

11/88

CURRICULUM & INSTRUCTION

Practice: The Reading Laboratory

Grade Levels: 1-12

Contact Person: Noha Ruben, Borea Christian School, TRUK

What was done?

A Reading Lab is made available for all grades to work on individualized assignments. Each student progresses at his/her own pace. In addition placement tests are given in the beginning and at the end of a school year. A teacher is always assigned to the Reading Lab.

What was the outcome?

Students improved their reading ability as indicated based on test scores.

1/89

CURRICULUM & INSTRUCTION

Practice: Two Plus Two Program

Grade Levels: 9-12, Higher Ed

Contact Person: Timothy Jerry, Community College of Micronesia, POHNPEI

What was done?

Two plus two is a high school and college partnership program by which, students involved, are identified in their junior year in high school. A curriculum is designed to bridge their programs starting from the final two years in high school through the first two years in postsecondary school. This program is recommended for vocational areas such as general agriculture to allow a smooth transition from secondary to postsecondary level.

What was the outcome?

It helps bridge the gap between high school and college curricula and assists students to set career goals as early as their junior year in High School.

11/88

CURRICULUM & INSTRUCTION

Practice: Uninterrupted Sustained Silent Reading (U.S.S.R.)

Grade Levels: 4-12

Contact Person: Kimiko Elanzo, POHNPEI

What was done?

For the past five years, I have included this simple method in my daily reading class. I would take my class to Pohnpei Public Library and register them so they could go on their own time and check out books of their choice.

During U.S.S.R. period, each child should be seated silently and read a book of his/her choice.

I would usually start with 10 minutes and eventually increase it to 15 or 20 minutes. I do not ask any questions unless they volunteer to share what they read. This is to improve or increase their interest in reading.

What was the outcome?

I found this very helpful in increasing the students' interest in reading and their reading comprehension.

11/88

EVALUATION & TESTING

EVALUATION & TESTING

Practice: Grading System

Grade Levels: 1-8

Contact Person: Rita Inos, Rota Elementary School, CNMI

What was done?

A committee involving teachers under the leadership of the Principal developed a criteria for quarter grades given to students in all academic subject areas. The criteria provided for a consideration of major expectations of students performances in areas including participation, homework/projects, periodic quizzes and the final exam.

What was the outcome?

Students performances are better represented and parents are more involved in helping their children to succeed in specific areas. Students are striving to do better in other areas of expectations.

1/89

EVALUATION & TESTING

Practice: Kosrae Public Schools Quarter Grading System

Grade Levels: 3-12

Contact Person: Kalwin Kephas, Department of Education, KOSRAE

What was done?

This is a policy that enforces the use of uniformed grading system in the schools at grade levels 3-12. It emphasizes five areas that determine the final quarter grade of a student. It also indicates how much weight, in terms of percentage, should be used and the minimum number of activities that are required for each of the following final exams, periodic tests, homework, special projects and quizzes.

What was the outcome?

The standards of grading are clear and students are graded on an equitable basis.

11/88

EVALUATION & TESTING

Practice: Monthly Evaluation Report

Grade Levels: 6-8

Contact Person: E.H. Sablan, Agueda Johnston Middle School, GUAM

What was done?

One effective schooling practice is that the learning process is monitored closely. We do this by providing written evaluation on a monthly basis to all parents via their child. Report cards are issued in November, January, March and June. Monthly Progress Reports are issued in December, February and April. Parents in particular use these evaluation sheets to closely monitor and assist their child. Parents are informed on a monthly basis regarding their child's progress.

What was the outcome?

The positive comments from parents and minimal request for additional progress reports are evidence of effectiveness of this practice.

11/88

EVALUATION & TESTING

Practice: Teacher-Made Tests

Grade Levels: 2

Contact Person: D.R. Jackson and A.S. Potts,
C.L. Taitano Elementary School, GUAM

What was done?

Development of teacher tests to assess and evaluate student progress in reference to Basic Skills Mastery Test.

What was the outcome?

Teachers are able to determine strengths and weaknesses of students and are able to focus on skills students are weak in.

11/88

EXTRACURRICULAR ACTIVITIES

EXTRACURRICULAR ACTIVITIES

Practice: Career Awareness Day

Grade Levels: 6-8

Contact Person: Judith Wonpat-Borja, F.B. Leon Guererro Middle School, GUAM

What was done?

An eventful day of career exploration for FBLG students was held on March 23, 1988. This all-day activity which was coordinated by the Latte Jaycees and FBLG CAD Committee afforded the students an opportunity to interact with professionals representing various career fields in the community. The morning consisted of a Speakers' Forum wherein students rotated through four clusters. In the afternoon the students were entertained with a fashion show produced by a local designer and the Guam Community College, Cosmetology Department. A local recording artist, Jesse Bias, also performed fo the students and introduced the field of performing arts.

What was the outcome?

This well-rounded activity catered to the diversified interest of our students anticipating increased level of awareness of the many career choices available to them.

11/88

EXTRACURRICULAR ACTIVITIES

Practice: Chamorrita Day

Grade Levels: K-8

Contact Person: Rita Inos, Rota Elementary School, CNMI

What was done?

Chamorrita Day, which later became known as Chamorrita Week, is a cultural awareness program annually scheduled as an activity which provides for parental and community support. The parental leadership organization together with the Social Studies and Chamorro Language Studies Chairpersons plan for the event. The event has an annual theme whereby all activities at school and in the community are focused towards the particular theme.

What was the outcome?

The activity provided for much more parental involvement in areas dealing with the local language and culture. Students and communities pride and maintenance of the indigenous language and culture is continually enhanced.

1/89

EXTRACURRICULAR ACTIVITIES

Practice: Cooperative Education

Grade Levels: 9-12

Contact Person: Sataichy Roby, Truk High School, TRUK

What was done?

Students participated in Cooperative Education projects after school. The students select a particular career and were trained on the job site. A specified time is allocated for the training period.

What was the outcome?

The students are able to choose or undertake a specific career based on their job experiences.

1/89

EXTRACURRICULAR ACTIVITIES

Practice: Ecology Day

Grade Levels: 1-12

Contact Person: School Administrators, CNMI

What was done?

Once a year, a day is set aside for all students, teachers, school administrators and parents to pick up trash, mow the lawn and plant flowers and trees around the school campuses.

What was the outcome?

Cleaner campuses and improved awareness of the students and their responsibilities for keeping school campuses and environment net, clean and beautiful.

1/89

EXTRACURRICULAR ACTIVITIES

Practice: Elementary Agriculture Fair

Grade Levels: 7-8

Contact Person: Albert B. Augustin, POHNPEI

What was done?

The elementary agriculture program, which emphasizes vegetable production is a required course for grades seven and eight. This course has two parts, theory and application. Theory and information are provided in the classrooms, while the application part is done in school gardens. For some time this course had not been popular until the inception of the Elementary Agriculture Fair. Certificates and prizes are awarded to the schools that have the best entries. Local businessmen also contributed awards to such events. Fairs are held twice a year.

What was the outcome?

1. Increased number of school gardens
2. More and effective agriculture lessons and activities
3. Increased community participation
4. Encouragement of the community to expand the fair exhibits to include poultry and animal entries.

11/88

EXTRACURRICULAR ACTIVITIES

Practice: Fund Raising for Students

Grade Levels: Higher Ed

Contact Person: Ayano Baules, Micronesian Occupational College, PALAU

What was done?

This program is ideal for areas where part-time jobs for students are scarce. It is also helpful for students who are new in the community and who do not know their way around. One staff is assigned to coordinate the program. The community is informed over the radio, in public announcements or through local students about available student skills on campus, such as carpentry, agriculture, and general housekeeping. The prospective employer contacts the school coordinator for number of hands needed and type of work to be done. The coordinator/school liaison recruits students and, on the students' behalf, negotiates for the wages. When both parties have reached an agreement, the school coordinator makes final arrangements for students lunches and transportation if needed, and to make sure the students are safe at work until they complete the job and return to campus.

What was the outcome?

The students earned extra money and had the opportunity to advertise and practice their skills. They also served as ambassadors for the school and developed goodwill and better public relations with the community. The community gained confidence in the school's programs and encouraged children, relatives and friends to attend the college.

11/88

EXTRACURRICULAR ACTIVITIES

Practice: Institution Day

Grade Levels: Higher Ed

Contact Person: Manuel F. Borja, Northern Marianas College, CNMI

What was done?

A day in each academic year, NMC celebrates Institution Day. No classes are held on this day. It is a day full of celebration. The planning for the celebration/activities is done by the Student Association, the Administration Planning Committee, and a Faculty Committee. The events for the day include:

a. Ceremonial opening speeches by a guest speaker from the community and by the president of the College
b. Performances by the students and faculty
c. Sports that have students and faculty members participating

Lunch is provided free for the students, faculty and staff, and other community members who attend. This day is open to the public.

What was the outcome?

Students, faculty members, and school staff get to know each other better. They eat and play together. This fosters better student, faculty, and staff relationships. It also builds a stronger school spirit and a stronger and better sense that the Institution is a community of students, faculty and staff.

11/88

EXTRACURRICULAR ACTIVITIES

Practice: Junior Police Honor Society

Grade Levels: 7-8

Contact Person: Leila Baja, Garapan Elementary School, CNMI

What was done?

To build character, develop leadership abilities and to foster a better understanding of the dynamics of an organization; what makes it work, what holds it together, and to impart the lessons garnered from these among students through the promotion of a safe and healthy environment.

What was the outcome?

Students in this organization become more responsible for themselves, their fellow students, and their school.

1/89

EXTRACURRICULAR ACTIVITIES

Practice: KidFit's Guide to Fitness

Grade Levels: 1-6

Contact Person: Dan Sullivan, Department of Education, HAWAII

What was done?

KidFit's Guide to Fitness is a physical education program designed to raise the awareness level of parents and an incentive program to help raise the fitness level of students.

An attractive booklet was designed to help parents test their child's physical abilities and to set goals to encourage fitness. Included in the booklet are exercises and recommended levels of achievement for children. Parents are encouraged to determine the performance levels of their children. Each time a child reaches a new goal, the parent reinforces this achievement by signing in the booklet. The booklet becomes the child's record of physical fitness achievement and goal attainment. The physical activities measured are: flexed arm hang, pull-ups, shuttle run, standing long jump, 35 and 50 yard dashes, 300 and 600 yard run/walks, and flexed leg sit-ups.

What was the outcome?

Teachers have something tangible with which to speak to parents involving student fitness. Students have something tangible to take home to parents to demonstrate their physical fitness and can involve parents in their attempts to achieve their goals.

11/88

EXTRACURRICULAR ACTIVITIES

Practice: Monthly Award Programs

Grade Levels: 1-12

Contact Person: School Administrators, CNMI

What was done?

Programs vary from school to school, but overall activities such as birthdays of the month for both students and teachers, monthly flag ceremonies, honorees of the month, super students of the month are conducted system wide. Several business establishments contribute prizes to the schools. Certificates are distributed during most of these occasions except for birthdays and flag ceremonies.

What was the outcome?

Active participation of all involved, promotes excellent student and staff morale.

1/89

EXTRACURRICULAR ACTIVITIES

Practice: Remedial Classes

Grade Levels: 1-12

Contact Person: Noha Ruben, Berea Christian School, TRUK

What was done?

Remedial classes are held after school and in the evenings for students with academic problems especially in Math and English.

What was the outcome?

Students participating usually improved after going through these remedial classes.

1/89

EXTRACURRICULAR ACTIVITIES

Practice: School Fairs

Grade Levels: K-8

Contact Person: School Administrators, CNMI

What was done?

Integration and application of real life situations and academic learning is brought effectively through school fairs on an annual basis. Fairs include, but are not limited to the following subjects: Science, Math, Social Studies, Art, Language and Culture.

What was the outcome?

A large sample of projects for displays and the large numbers of students participating indicates the positive involvement and greater opportunity for application of classroom learning.

1/89

EXTRACURRICULAR ACTIVITIES

Practice: Student's Assembly

Grade Levels: 1-12

Contact Person: Hermana Ramarui, Bureau of Education, PALAU

What was done?

Scheduled student assemblies are important in introducing new school officers, to present merit awards to teachers and students, to introduce new programs, and for making general announcements to all who are involved in the school activities. Other topics may be discussed in these assemblies.

Guest speakers are invited once a week to give a talk on different programs or issues such as health, public safety, drugs, etc.

What was the outcome?

This has been helpful. Students are informed about their school, the community, the government as well as other information that is important and useful to know.

This has improved students' awareness of what is happening in school and in the communities.

11/88

EXTRACURRICULAR ACTIVITIES

Practice: Weekly Best Class Attendance

Grade Levels: 1-8

Contact Person: Rita Sablan, Garapan Elementary School, CNMI

What was done?

Teachers monitor their class attendance by submitting to the office the daily absent report. Two quarts of ice cream bought by the school fund are awarded to the class with perfect attendance for the week.

The purpose of the program is to improve the student's attendance by 10 percent before the school year ends.

What was the outcome?

There have been many instances where the students encourage their own classmates to be present everyday.

1/89

EXTRACURRICULAR ACTIVITIES

Practice: Yearbook Production

Grade Levels: 7-12

Contact Person: Joe Limes, Garapan Elementary School, CNMI

What was done?

To produce a yearbook for schools which will involve students in all phases of production (from the initial to the final stage) and in so doing become more knowledgeable about the tremendous requirements of such an undertaking.

A yearbook club is established with students doing all the necessary work before final production by the media services.

What was the outcome?

Yearbooks for GES was produced for school year 1986-87.

1/89

LEADERSHIP & ADMINISTRATION

LEADERSHIP & ADMINISTRATION

Practice: Academic Chairpersons

Grade Levels: 1-12

Contact Person: School Administrators, CNMI

What was done?

A chairperson for each subject area is chosen to represent the schools during curriculum task force meetings. The chosen individuals make curriculum related decisions via developing scopes and sequence, making necessary changes and keeping everyone at their school informed of what activities are taking place in the different subject areas. They also take leadership roles in their respective fields on extracurricular activities related to their role.

What was the outcome?

Active participation of teachers on curriculum task forces. Develops leadership skills. Constant communication among schools has been positive.

1/89

LEADERSHIP & ADMINISTRATION

Practice: Approval Process for Opening of Schools

Grade Levels: PreK-12

Contact Person: Singkitchy George, Department of Education, KOSRAE

What was Jone?

This is a policy that is used to monitor the level of readiness of the public schools before instruction begins. The Director of Education has to certify each school to open for instruction based on levels of readiness in the areas of scheduling, facilities, curriculum materials and supplies, as well as teacher preparedness. A checklist is used in the process during monitoring visits which occur during the first two weeks of school and a follow-up visit one week later.

What was the outcome?

- The opening of school has become a smooth process due to early preparation.

11/88

LEADERSHIP & ADMINISTRATION

Practice: Biweekly Report

Grade Levels: 9-12

Contact Person: Ingkelly Lebehn, Pohnpei Islands Central School, POHNPEI

What was done?

All English teachers are required to submit a biweekly report to the chairperson. Then the chair compiles and submits a report to the principal. The biweekly report focuses on the following pieces of information:

1. Topics taught
2. Instructional materials
3. Teaching methods/activities
4. Projects
5. Progress/achievements (students)
6. Problems

Teachers are very cooperative in fulfilling these tasks.

What was the outcome?

1. The principal and chairpersons are updated with the pace of instruction in regards to the curriculum guide.
2. Counselors and chairpersons are able to constantly track students' achievement.
3. Improved communication among staff and administration.
4. Prompt response to staff and student needs.

11/88

LEADERSHIP & ADMINISTRATION

Practice: Daily Lesson Plans

Grade Levels: 9-12

Contact Person: Ingkelly Lebehn, Pohnpei Islands Central School, POHNPEI

What was done?

English teachers are required to make and submit daily lesson plans at least one day prior to actual teaching. This lesson plan shows the following specific pieces of information: teacher's name, period, room, level, subject, behavioral objectives, teaching procedure, activities, evaluation and instruction materials used (title, page, unit). Next, the chairperson reviews the lesson plans then files the forms for further reference. The original lesson plan is kept by the regular teacher and the duplicate lesson plan is kept by the English chair.

What was the outcome?

By the end of the school year, the Language Arts Department at the high school reviews and compiles the lessons into a reference book. This book is then used as ready reference for lesson preparations accessible to all language arts teachers. The reference thus becomes the base for observation and/or a guide for school principals, specialists or area chairpersons observing in classrooms.

11/88

LEADERSHIP & ADMINISTRATION

Practice: DOE 5-Year Plan

Grade Levels: 1-12

Contact Person: Al Fanechigiy, Department of Education, YAP

What was done?

Special features of the Yap 5-Year Plan are:

1. The format is a planned process which involved a lot of dialoging and learning as the planning group members go through the different stages of developing their plans.
2. Schools and various sectors within the department are coached through the development of their own plans.
3. The development of the school plans has a lot of parents and community members' involvement and participation.

What was the outcome?

1. The "Process" that each planning group went through in coming up with the plan was educational to members.
2. The "Process" and final outcome of the plan enhances ownership.

11/88

LEADERSHIP & ADMINISTRATION

Practice: DOE Management Team

Grade Levels: Other (DOE Administration)

Contact Person: Al Fanechigiy, Department of Education, YAP

What was done?

The Department of Education's Administration is based on the diversity of the island communities in the State and set up in a way to best serve the needs of both the Yap Island schools and the scattering Neighboring Island schools. There is a Director who oversees the Department as a whole and three Divisional Administrators.

The Management and Support Administrator is responsible for all programs within the Central Office. The Yap Island Schools Administrator is responsible for all the schools on Yap Island. The Neighboring Islands School Administrator is responsible for all the schools on the Neighboring Islands.

What was the outcome?

The anticipated benefits are:

1. Smooth coordination of the Department's programs/activities
2. Cohesive unity through shared commitments
3. Enriched professional growth
4. Reinforcement of culturally appropriate practices, attitudes, and values

11/88

LEADERSHIP & ADMINISTRATION

Practice: DOE Peer Review Committee (PRC)

Grade Levels: Other (DOE Personnel)

Contact Person: Gary Smith, YAP

What was done?

The Department of Education Peer Review Committee (DOE PRC) is a Yap DOE committee comprised of seven members with elected officers as specified by its by-laws. The seven members are employees of the department. They are appointed by the State Director of Education (SDE). Each member represents a different segment of the department.

The committee reviews and makes recommendations to the SDE on matters regarding: merit increase in salaries; promotion; special commendation awards; discipline problems; demotion; firing; adverse action; grievances; newly hired personnel (non-Yapese citizens); non-FSM contract renewal; education leave with pay; transfer within the department; special services contracts for consultants.

What was the outcome?

Since its inception, PRC has acted upon requests for many of the above areas. In the process, it has developed a list of precedents and guidelines in the following areas: education leave with pay, promotions, hiring, recruitment, etc. These are meant to assist the SDE/Management Team in decision making.

11/88

LEADERSHIP & ADMINISTRATION

Practice: Effective Use of Preparation Periods

Grade Levels: 7-8

Contact Person: Judy Wonpat-Borja, F.B. Leon Guererro Middle School, GUAM
Cheryl Afkar, Untalan Middle School, GUAM

What was done?

Utilization of Teacher's Preparation Periods to have mini-meetings to discuss current problems and issues that need to be resolved. Meetings are held each Wednesday. This is a forum for teachers to voice concerns.

What was the outcome?

Teachers have brought concerns up at these meetings and the group works collaboratively to come up with solutions.

11/88

LEADERSHIP & ADMINISTRATION

Practice: The Extra Mile

Grade Levels: Other (Office Staff)

Contact Person: Burnis Danis, Department of Human Resources
Weldis J. Welley, FSM National Government, POHNPEI

What was done?

The key staff of the Department of Human Resources took the initiative to work beyond the normal working hours to complete all pending and urgent office matters. This practice was not only for the completion of the tasks but also provided the opportunity for professional growth of individuals. This practice demonstrates individual positive attitudes toward the job, and has led toward job efficiency.

What was the outcome?

This practice has led to an improved positive working relationship in the division of Education and the Department of Human Resources. Completion of tasks on time.

11/88

LEADERSHIP & ADMINISTRATION

Practice: Improving Teacher's Sense of Professionalism

Grade Levels: Administration

Contact Person: Program Directors, Elementary/Secondary, SAMOA

What was done?

Recommending a step-increment for all teachers who have two consecutive years of perfect attendance.

What was the outcome?

This has motivated all teachers to be punctual and generally make the effort to be present every day. This improves the teacher's sense of professionalism and in turn their performance.

11/88

LEADERSHIP & ADMINISTRATION

Practice: Principal's Club

Grade Levels:

Contact Person: Brigid Ichihara, G.T. Camacho Elementary, CNMI

What was done?

Teachers with perfect attendance every month are recognized via gifts and certificates from the principal. Luncheons on a quarterly basis is also practiced to honor teachers with perfect attendance as well as recognizing teachers and staff birthdays.

What was the outcome?

Rate of absenteeism has declined after the implementation of this practice.

1/89

LEADERSHIP & ADMINISTRATION

Practice: Quarterly Attendance

Grade Levels: K-8

Contact Person: School Administrators, CNMI

What was done?

Both students and staff attendance are considered as essential towards effective schooling and learning. A quarterly reporting of both school personnel and students attendance procedure guides the school leadership to monitor and maintain attendance rate consistently.

What was the outcome?

Staff and students attendance has increased and as a result more active involvement of staff and students in greater positive learning experiences.

1/89

LEADERSHIP & ADMINISTRATION

Practice: School Patrol

Grade Levels: 1-12

Contact Person: Liatama Amisone, Fagaitua High School, SAMOA

What was done?

At the first school assembly for each school year, principal Amisone explains thoroughly his plan for a successful school for both students and faculty. Unnecessary absenteeism and tardiness must be stopped.

Each day teachers are expected to submit a roll checklist to the principal. The principal himself patrols the road area on a daily basis.

What was the outcome?

With teachers and students all cooperating in this plan, the school very quickly became one of the best schools in behavior/discipline and the test results improved likewise.

11/88

LEADERSHIP & ADMINISTRATION

Practice: State School Officers Meetings

Grade Levels: Other (Administration)

Contact Person: Weldis J. Welley, FSM National Government, POHNPEI

What was done?

Frequent meetings of the FSM Chief State School Officers have been taking place during the past two years. Each Chief State School Officer had been quite responsive and cooperative through participation. The general agreement was to have at least three meetings per year.

What was the outcome?

The following incidents have been observed as results of this practice: 1) Establishment of a mutual working relationship and respect among the chiefs; 2) more dialoguing has evolved in terms of sharing and updating of new as well as ongoing programs; 3) more projects are being carried out on a collaborative basis; and 4) more planning and program development has occurred toward improvement of schooling in the FSM.

11/88

LEADERSHIP & ADMINISTRATION

Practice: Teacher's Enrichment Workshop

Grade Levels: PreK-8

Contact Person: Manuela Aldan, San Vicente School, CNMI

What was done?

Research has indicated that students benefit academically when their teachers share ideas, cooperate in activities, and assist one another's intellectual growth. San Vicente School has been encouraging staff collegiality through the Teacher's Enrichment Workshop (TEW). A teacher or group of teachers is given the opportunity to share experiences and ideas and use mutual support as means of improving pupil achievement. The teachers meet twice a month to conduct a workshop for all the school staff. Topics chosen which will benefit the teachers' professional growth are: 1) Improving instructional practice 2) Strengthening discipline 3) Classroom management 4) School programs ... academic and extra curriculum 5) School policies 6) Developing talent 7) Homework 8) Study habit skills 9) Parent/community involvement.

What was the outcome?

Teachers have expressed and demonstrated their approval of the Teacher's Enrichment Workshops. They make an effort to try out ideas that are shared among themselves.

1/89

LEADERSHIP & ADMINISTRATION

Practice: Youth Take Over Day

Grade Levels: 9-12

Contact Person: Bobby Winkfield, Marianas High School, CNMI

What was done?

To experience the roles and responsibilities of a chosen profession, or likely to become one, students participate in a one-day take over of a chosen career or field. This provides for applied knowledge of a profession for participating students. This activity has been going on for more than a decade.

What was the outcome?

High interest and enthusiastic participation by students and community.

1/89

PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT

Practice: Classroom Observation

Grade Levels: PreK-12

Contact Person: Kalwin Kephas, Department of Education, KOSRAE

What was done?

Classroom observation is a process in which an observer (an evaluator or principal) sits in the classroom during a lesson presentation, using a standard form to record data on things he hears and sees done by the class and the teacher. Data are given to the teacher after the observation, rating done by the observer with a profile of his teaching given to the teacher. A post conference is made between the observer and the teacher. Trainings are planned when and where teacher needs improvement. Other classroom needs are submitted to area specialists for further action.

What was the outcome?

Teachers are making more meaningful lesson plans. There are increases in time on tasks of teachers. Students tend to achieve more on tests.

11/88

PROFESSIONAL DEVELOPMENT

Practice: Clinical Supervision

Grade Levels: Other (Administrators)

Contact Person: Ed Lind, Price Elementary School, GUAM

What was done?

Implemented systematic application of various clinical supervision techniques of teachers in the classroom. This is closely associated with the use of video recordings to provide information intended to result in professional growth. Based on the premise that information changes behavior, and changes in behavior lead to improvement of instruction.

What was the outcome?

Follow-up observation have gathered data which indicates changes in teaching performance. Requests form teaching staff for additional observations is also an indicator of effectiveness.

11/88

PROFESSIONAL DEVELOPMENT

Practice: Release Time

Grade Levels:

Contact Person: CNMI

What was done?

A once a month half day release time for teachers is provided for all teachers to either be involved in a specified inservice topic utilizing resources within the school as well as the central office or any resource identified elsewhere. Students are released half day and teachers concentrate the remaining half day for total professional development.

What was the outcome?

Teachers have grown professionally and are able to effectively deal with the teaching activities and their roles with greater clarity and flexibility.

1/89

PROFESSIONAL DEVELOPMENT

Practice: School Administrator's Training Program

Grade Levels: Other (Administrators/Administrators In-Training)

Contact Person: Beatrice Zane, Department of Education, HAWAII

What was done?

The Hawaii State Department of Education has developed a School Administrator's Training Program to train potential school level administrators to take positions in the schools. The training consists of a recommendations and selection process, a two-week intensive training program during the summer, 21 credits of University level course work, and a one-semester on-the-job training experience as a vice-principal in a public school under the mentorship of a school principal. Workshops for candidates are continued during their one semester on-the-job training period. After successful completion of these phases of training, candidates are interviewed and hired and serve a one-year probationary period as a vice principal.

The Hawaii State Department of Education developed this training program in anticipation of the great number of administrative vacancies due to retirement of many of the present administrative personnel that is expected over the next several years.

What was the outcome?

School level administrators are being prepared to fill administrative vacancies as they occur. The practicality of on-the-job training prepares administrators for the day to day problems needing attention at the school level.

11/88

PROFESSIONAL DEVELOPMENT

Practice: Sharing Among Teachers

Grade Levels: 1-8

Contact Person: Marcus Rosario, POHNPEI

What was done?

Science is a subject that some teachers seldom teach or have problems with in terms of providing effective instruction and interesting projects. A scheme was initiated to share on promising effective lessons and projects. The sharing meetings are scheduled for at least once a week, most likely on Fridays.

Teachers are paired up to plan on lessons and projects utilizing the shared approaches in science. Most of the lessons dealt with skills and attitude development.

What was the outcome?

Significant improvement of science lessons and projects are visible in the classrooms. Shortly after the initiation of the sharing meetings, teachers initiated the First Pohnpei Science Fair. Teachers and students who had the best entries attended the Guam Science Fair in 1987.

11/88

PROFESSIONAL DEVELOPMENT

Practice: Staff Profiles

Grade Levels: 1-12

Contact Person: Mekiafa Vaifanua, TTAP Coordinator, SAMOA

What was done?

The TTAP Coordinator has the profiles for all teachers in the department. For those without a college degree, he screens them and recommends for the appropriate degree program. The TTAP office then monitors these teachers' progress and recommends for higher salary adjustments upon the successful completion of the degrees.

What was the outcome?

A marked improvement in student test scores over the past three years and be attributed to this move. Also the younger teachers without degrees have shown a growing desire to pursue higher education/degrees.

11/88

PROFESSIONAL DEVELOPMENT

Practice: Teacher Evaluation (MIOTA)

Grade Levels: K-8

Contact Person: All Administrators, CNMI

What was done?

An instrument to evaluate teaching activities is used to identify specific area of strengths and weaknesses in both instructional skills and management skills. Individual/group of teachers are then given specific training/inservice on a topic identified based on the observation. Teachers are also used to coach peers on a specific area or areas of strengths identified through this process.

What was the outcome?

This process/procedure is extremely supported and teachers have shown improvements in the act of teaching as a result of the correlation of needs and inservices provided.

1/89

PROFESSIONAL DEVELOPMENT

Practice: Teachers as Convenors

Grade Levels: 1-8

Contact Person: Manuela Aldan, San Vicente School, CNMI

What was done?

The school teachers are assigned to conduct the staff meetings on a bi-weekly basis. The meetings have a convenor, whose role is to conduct the meeting, lead discussions and make sure that the group is using effective processes for doing its work. The process observer montors the way in which the group proceeds and at some time report back to the group what has taken place. The recorder takes the minutes of the meeting. All the teachers are able to perform all the three roles sometime during the school year. Having the opportunity to conduct or be in charge of a part of a meeting helps develop the leadership quality of the teacher.

What was the outcome?

Teachers have expressed their approval of the arrangement of being given the opportunity to conduct the bi-weekly meetings which are conducted professionally in a pleasant environment.

1/89

STUDENT SERVICES

STUDENT SERVICES

Practice: Career Day

Grade Levels: 1-12

Contact Person: Frances Sablan, Marianas High School, CNMI

What was done?

To generate interest in a particular field of study through guest speakers from many different career areas who will discuss in detail the requirements, duties, and responsibilities of a certain area or profession and to answer questions students may have pertaining to the presentation.

What was the outcome?

High attendance and enthusiastic involvement of students.

1/89

COUNSELING/STUDENT SERVICES

Practice: Counseling Homeroom Students

Grade Levels: 9-12

Contact Person: Ingkelly Lebehn, Pohnpei Islands Central School, POHNPEI

What was done?

All the first period teachers are responsible for their homeroom students. Homeroom teachers are responsible for the following;

1. Provide awareness on the major fields of study, vocational and general requirements.
2. Assist counselors in academic and social counseling. Provide assistance and guide students with academic and social problems.
3. Inform students of daily school activities.

What was the outcome?

1. Improve the tracking of individual students.
2. Improve student services/counseling.
3. Improve students' performance and conduct.

11/88

STUDENT SERVICES

Practice: Effective Record Keeping

Grade Levels: 1-12

Contact Person: Daniel Pritchard, Program Director, SAMOA

What was done?

In an effort to upgrade record keeping for students and serve them more efficiently, a new division was established two years ago. The office is also responsible for commenting, with the emphasis being placed on uniform grading. It also handles the placement of new students after being tested at the testing office.

What was the outcome?

Greatly improved services for students. Transcripts are better prepared and a uniform grading system is being implemented. Principals have commented favorably about the placement of new students from non-U.S. Territories.

11/88

STUDENT SERVICES

Practice: Presidential Academic Fitness Award

Grade Levels:

Contact Person: School Administrators, CNMI

What was done?

A certificate signed by the U.S. President and a pin is awarded to the highest academic achievers at the end of each academic year. Students must be of excellent standing in all subject areas as specified in the criteria for this type of award.

What was the outcome?

Several students have received the award. Other students have been motivated to do well. Very positive student support and pride shown by recipients of such award.

1/89

STUDENT SERVICES

Practice: Quarterly Award Presentation

Grade Levels: 1-12

Contact Person: School Administrators, CNMI

What was done?

Certificates of awards for perfect attendance, academic achievement via maintaining A or B grades, merit per subject area and citizenship are issued to students after each quarter. Activities for this occasion vary from school to school.

Teachers are also recognized for the perfect attendance.

What was the outcome?

Rate of absenteeism for students and teachers have declined while the number of students with excellent academic work has increased.

1/89

STUDENT SERVICES

Practice: Referral Form Usage

Grade Levels: 1-8

Contact Person: School Administrators, CNMI

What was done?

After the teacher has exhausted all discipline procedures in the classroom and the student(s) repeatedly exhibits the offense, or when a major offense is committed, a form indicating what took place is sent home.

The form must be acknowledged by the parents before the student can be admitted into the classroom.

What was the outcome?

Number of repeated offenders has declined and most parents have been appreciative in knowing that the school is consistently enforcing its policies.

1/89

STUDENT SERVICES

Practice: Social Studies Quarterly Achievement Awards

Grade Levels: 9-12

Contact Person: Noel Taisacan, Marianas High School, CNMI

What was done?

To motivate by means of awards for achievement in the social studies classes. Students are given this type of award on a quarterly basis. After they have exhibited excellent academic work by maintaining excellent grades in their classes. Students who show improved grades from the preceding quarter are also recognized.

What was the outcome?

Improvement in students performance has increased.

1/89

STUDENT SERVICES

Practice: Student Staff Handbook

Grade Levels:

Contact Person: Manuela Aldan, San Vicente Elementary School, CNMI

What was done?

The San Vicente Elementary School Student Handbook was put together to convey the rules, regulations, and guidelines for students to follow. The handbook contains the CNMI Department of Education discipline procedures, students rights, policies on attendance, personal etiquette, bus rules, available awards throughout the year, grading system, and rules regarding other school related matters.

What was the outcome?

When the handbook became available, less parents have had to ask questions about matters that the handbook is able to answer. Students are aware of their responsibilities on and off campus.

1/89

STUDENT SERVICES

Practice: Team Advising

Grade Levels: Higher Ed

Contact Person: Ayano Baules, Micronesian Occupational College, PALAU

What was done?

This is an extracurricular activity for both school staff (administrators, faculty, support staff) and students. The purpose is to provide temporary/secondary family security to boarding students who attend school away from home and to help alleviate homesickness. The Team Advisors is a group composed of 2-5 staff who volunteer to serve in a "big sister/brother" relationship to students at no cost to the school. The advisors provide personal assistance to students after working hours, during school breaks or holidays. Students select advisors out of a list of volunteers.

What was the outcome?

The off-island students were observed to adjust better to their new life in a foreign community. They also learned to appreciate the local culture. The community had a positive reaction to the program. They "adopted" the students into their homes with open arms and hearts. The program also promoted mutual understanding of cultures among students and the community. It was also observed that through this program, cultural frictions among students and community decreased.

11/88

STUDENT SERVICES

Practice: Visual Motor Integration Test

Grade Levels: PreK-3

Contact Person: Maria Diaz, Inarajan Elementary, GUAM

What was done?

Screening involved 59 children. Twenty two students were referred, 18 now either wear glasses, have vision therapy or both.

Because the above proved effective, a workshop was given to teachers on visual perception problems as they relate to reading. A vision educator checklist was given out, the vision administered, appointment were made and follow-up. Thus far, 100 students at Inarajan have been found to have vision problems which are being addressed through therapy, glasses or both.

What was the outcome?

Self-evident. The research literature says that roughly one-third of a given population will have visual problems. Our experience with this screening device bears out the research.

11/88